

KEVICC KS3 Curriculum:	Subject: Drama	Key terms and vocabulary.
Year: 9 Term: 2 January – February	Topic: Theatre Review	
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>As part of the GCSE Drama course, students are required to watch a live performance at a professional theatre and write a live theatre review for a 30 mark question under exam conditions. In order to embed these skills and for students to access professional theatre, we include theatre reviews in Key Stage 3. It is important for students to watch professional work as part of their learning to put their skills and knowledge into a wider context and be inspired.</p> <p>For 2 lessons, students watch a production from the National Theatre's archive of live works streamed for educational institutions. In previous years, treasure Island has been widely successful in year 9.</p> <p>Lessons then focus on the different elements of the production, design, acting, social context and artistic intentions. Students are then expected to complete a work booklet, which is designed to encourage evaluation of the specific production elements, acting techniques and directorial impact.</p> <p>Students will explore throughout the lessons the following techniques:</p> <ul style="list-style-type: none"> • Lighting • Sound • Set Design • Costume Design • Vocal Skills • Movement Skills • Social Context • Artistic Intentions • Evaluation <p>Students are also given the opportunity to expand on skills previously learnt and how that can be applied to scenes to help show their character in stage. These include:</p> <ul style="list-style-type: none"> • Evaluation <p>For assessment, students will compete and submit a 1,000 word essay in the format of a theatre review.</p>		<p><i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></p> <p>Lighting Sound Set Design Costume Design Vocal Skills Movement Skills Social Context Artistic Intentions Evaluation</p> <p>Students are expected and encouraged to use terminology during verbal feedback, evaluations and peer and self-assessment.</p>
<p>What prior learning supports understanding of this content?</p> <p>Evaluation from self and peer assessment. Evaluations of final performances act as a basis from which to start considering WWW and EBI of a professional production. Year 9 theatre review booklets and an 1,000 word essay.</p>	<p>How does this content link to future learning?</p> <p>Links to GCSE Drama and writing and structuring a review for written paper</p>	

<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading of tasks writing the work booklet. Reading f example reviews and peer assessment of others work.</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Work booklets. Written tasks structured from mind maps and PEAL paragraphs.</p> <p>Essay – completed structured review. 1,000 essay.</p>	
<p>Key assessments: <i>How will feedback be received?</i> <i>What will be seen in books?</i></p> <p>Written feedback of practical work in PLC found in work students booklets at the end of the scheme. Verbal feedback given every lesson from teacher and peers. Marking of the extended written task to include the college marking policy.</p>		